FS 3-Technology in the Learning Environment

Episode 1-The School’s Learning Resource Center

Name of FS Student: Minerva C. Canoy\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course: FS3 – CPRT\_\_\_\_\_\_\_\_\_\_\_\_ Year &Section:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Resource Teacher: Mary Angelie A. Madrona Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Cooperating School: Dona Juana Actub Lluch Memorial Central School

Name of Center Observed: Computer Room

Date of Visit/Observation: October 16,2011

Class Observational Guide:

1. Go around the Learning Resource Center.
2. See what learning resources are present.
3. Examine how the materials are arranged and how they are classified. Are they free from dust and moisture? Are they arranged for easy access?
4. Look for the guidelines/procedures posted or available for the users to refer to?
5. Familiarize yourself with the guidelines and procedures. You may choose to take photos of the center if allowed.

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| List of Available Learning Resources | | | | |
| Available Learning Resources |  | Characteristics and Unique Capabilities |  | Teaching Approaches where the Resources is Most Useful |
|  |  |  |  |  |
| 1. Print Resources |  |  |  |  |
| 1. Magazine |  | It helps the students give |  | All subjects |
| 1. books |  | Information. |  |  |
| 1. Handout |  |  |  |  |
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|  |  |  |  |  |
| 1. Audio Resources |  |  |  |  |
| 1. computer |  | It helps to make lessons |  |  |
| 1. speakers |  | More clearer. |  | Computer class |
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| 1. Non-Electronic Visual Resources |  |  |  |  |
| 1. Books |  | It develop the reading |  | All subject |
| 1. Magazine |  | Comprehension of the |  |  |
| 1. Publication |  | Student. |  |  |
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|  |  |  |  |  |
| 1. ICT Resources |  |  |  |  |
| 1. computer |  | It helps the student for |  | Computer class |
|  |  | New information and |  |  |
|  |  | Updates of the world. |  |  |
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| Impression |  | The learning center has enough learning materials to used by the students. | | |
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| Name and Signature of Observer |  | Minerva C. Canoy | | |
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| Name and Signature of the Learning Resource Center-In-Charge |  |  | | |
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II- Analysis

1. Were the learning resources/materials arranged properly according to their functions and characteristics?

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| The learning resources/materials are arranged properly according to their functions and |
| Characteristics. |
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1. Do the guidelines and procedures facilitate easy access to the materials by the teachers? Why? Why not?

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| The guidelines and procedures facilitate access to the materials by the teachers because the |
| books are free from dust moisture, arranged by each type and easy to get by the learners. |
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1. What are the strengths of this Learning Resource Center?

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| Library serves as permanent sources of information. The books present accurate facts and |
| Details. They are reusable. |
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1. What are its weaknesses?

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| Most of the problem that I observed is lack of new materials, new books, new computers, & new |
| Learning materials for the students. The catalogs are not properly arranged. The books are not |
| Properly placed according to it sequence. |
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1. What suggestions can you make?

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| There should be more orientation for using the learning resource center for the students. There |
| Should also have a proper arrangements and every students should return the materials. In |
| Handling computers, there should always have a log sheet for whoever will use the computer |
| For documentation. |
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III- Reflections

1. Which of the materials in the learning resources caught your interest the most? Why?

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| The materials in the learning caught my interest in the book because students can control |
| Their own pace of learning by using books at a convenient time. |
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1. Which gadgets/materials are you already confident to use/operate?

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| The materials that I already confident to use are the books because it widen my knowledge. |
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1. Which ones do you feel you need to learn more about?

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| The one that I need to learn more is using of the new computerized library system. |
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1. Read an article about answer in number 3. Paste a copy of the article here.

FS 3-Technology in the Learning Environment

Episode 2-Bulletin Board Displays

Name of FS Student: Minerva C. Canoy\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

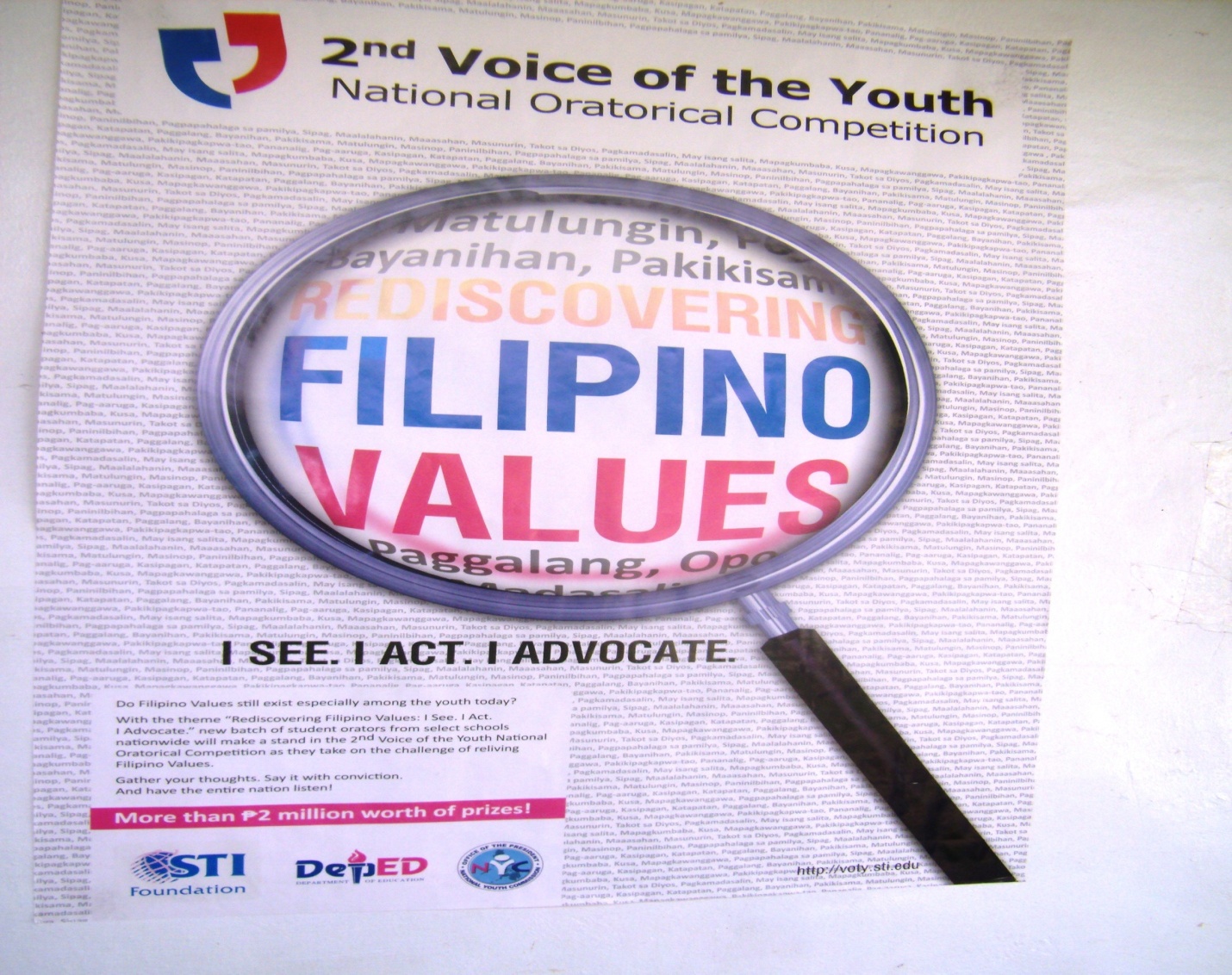
Course: CPRT\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Year & Section: 1st Year\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Resource Teacher: AVEMAR T. GONZAGA\_\_\_\_\_ Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Cooperating School: Dona Juana Actub Lluch Memorial Central School

Class Observational Guide:

1. Go around the school and examine the board displays. How many board displays do you see?
2. Where are the display boards found? Are they in places where target viewers can see them?
3. What are the displays about? What images and colors do you see? How are the pieces of information arranged?
4. What materials were used in making the displays? Are borders used?
5. Do you notice some errors like misspelled words, grammar inconsistencies, etc.?
6. Are the messages clear and easily understood?
7. You may choose to take a photo of the display board if allowed.



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| **Observational Report** |
| **Name of School Observed: Dona Juana Actub Lluch Memorial Central School**  **Location of School:**  **Grade/Year Level of Class Observed:** |
| **Date of Visit/Observation:** |
| The board display design reflect the like/ interests of its target audience because of its information. The language used was cleared and simple for the target audience to understand because it has no correction in grammar. The display board found nearby the principal office. |
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II- From among the board displays, pick the one that you got most interested in, Evaluate it using the evaluation form below:

**BOARD EVALUATION DISPLAY FORM**

Topic of the Board Display: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Location of the Board Display in School: nearby the principal’s office\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Check the column that indicates your rating. Write comments to back up your ratings.

4-Outstanding 3-Very Satisfactory

2-Satisfactory 1-Needs Improvement

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| **Criteri**a | **NI**  **1** | **S**  **2** | **VS**  **3** | **O**  **4** | **Comments** |
| **Effective Communication**  conveys the message  quickly and clearly |  |  |  |  |  |
| **Attractiveness**  Colors and arrangement  catches and holds interest |  |  |  |  |  |
| **Balance**  Objects are arranged so  stability is perceived |  |  |  |  |  |
| **Unity**  Repeated shapes or colors  or use of borders holds  display together |  |  |  |  |  |
| **Interactivity**  The style and approach  entice learners to be  involved |  |  |  |  |  |
| **Legibility**  Letters and illustrations can be seen from a good  distance |  |  |  |  |  |
| **Correctness**  Free from grammar errors,  misspelled words, ambiguity |  |  |  |  |  |
| **Durability**  Well-constructed, items are  securely attached |  |  |  |  |  |

III-

**An Evaluation Report of a Bulletin Board**

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| **Bulletin Board Evaluated by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | |
| **Location:** | | |
| **Brief Description of the Bulletin Board:** | | |
| **EVALUATION:** | | |
|  | **Strengths** | **Weaknesses** |
| **Observations** | They have updated information posted  On their bulletin band. | They need more attention in posting information on the bulletin board. |
| **Judgments/Evaluation**  **of educational content**  **and other aspects** | It okay on improving the creativeness of the students who posted on the bulletin board. | It is appropriate to put the information clear and concise. |

IV- Analysis

1. Did the board display design reflect the likes/interests of its target audience? Why? Why not?

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| The board display design reflect the likes/ interests of its target audience because it can be seen |
| To catch up the attention of the audience. |
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1. Was the language used clear and simple for the target audience to understand? Why? Why not?

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| Yes, the language used was cleared for the target audience to understand. |
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1. What do you think was the purpose of the board display? Was it effective? Why? Why not?

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| The purpose of the board displays the needed information for the students. These will help them |
| To be award about what has been posted especially the activities inside and outside the school. |
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1. What suggestions can you make?

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| Make sure to post information correctly so that the reader may catch directly what you want |
| Them to know about the information. |
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V- Based on your suggestions, propose an enhanced version of the display board. Use the form below.

**My Proposed Board Display**

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| --- |
| **Theme:**  Art is Cool |
| **Board Title:**  Art Contest |
| **Rationale:**  To let the students express their creativeness in art. |
| **Objectives:**   1. To facilitate the students in making art. 2. To evaluate the creativity of students in class. |
| **Best features of my proposed bulletin enhancement:**   * Awarding the winners based on given criteria. * Best in art. * Most creative. |
| **Content Resources (Name each needed resource and give each a brief description)** |
| **Materials for aesthetic enhancement:**   * **Cartolina** * **Color pencil** * **Crayons** * **Pen** * **ruler** |

VI- Reflections

1. Name at least five (5) skills that a teacher should have to be able to come up with an effective board displays. Elaborate on why each skill is needed.

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| * Creativeness- it helps student learn/express the ideas. |
| * Neatness- it develop cleanliness on the drawing board. |
| * Skill on painting, drawing , drafting, design and any artworks. |
|  |

1. Which of the skills do you already have? Recall your past experiences in making board displays. How do you practice these skills?

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|  |
| * I think creativeness, because it involves new ideas, novelty, and have freedom on doing |
| Something in making board display. It enhance my talent in showing my creativity. Sometimes I |
| Tried to do creative works like arranging my things depending on what I like. |
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1. Which skill do you need to develop? Reflect on how you can improve on or acquire these skills?

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| * I like to improve my drawing activities so that I can used this things in class and may |
| enhance my creativeness. |
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FS 3-Technology in the Learning Environment

Episode 3-See and Say

Name of FS Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Year & Section: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Resource Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Cooperating School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Class Observational Guide:

1. What is the lesson about?
2. What visual aids/materials/learning resources is the teacher using?
3. Observe and take notes on how the teacher presents/uses the learning resources?
4. Closely observe the learner’s response to the teacher’s use of learning resources. Listen to their verbal responses. What do their responses indicate? Do their responses show attentiveness, eagerness and understanding?
5. Focus on their non-verbal responses. Are they leaning forward showing their interest on the lesson and the materials? Are they looking towards the direction of the teacher and the materials? Do their actions show attentiveness, eagerness and understanding?

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| **Observational Report** |
| **Name of School Observed:**  **Location of School:**  **Grade/Year Level of Class Observed:** |
| **Date of Visit/Observation:** |
| **Topic:**  **Subject Matter:** |
| The lesson of the close that I observed was all about multiplying terms by another term. The visual aid, material/learning resource is only chalk and blackboard. The teacher write all the equation on the board, then discuss the topic on the students. |

II**- Analysis**

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| **UTILIZATION OF TEACHING AIDS FORM** | | | |
| **Grade/Year Level of Class Observed:** | | | |
| **Date of Observation:** | | | |
| **Subject Matter:** | | | |
| **Brief Description of the Teaching Approach Used by the Teacher:**  The teacher write all the equation on the board, then discuss the topic on the students | | | |
| **Teaching Aids Used**  (Enumerate) | **Strengths** | **Weaknesses** | **Comments on the Appropriateness of the Teaching Aids Used** |
| * Chalk * blackboard |  |  |  |

1. What do you think prompted the teacher to choose the materials/learning resources that she/he used?

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|  |
| * Chalk is commonly used by most of the teaches. It is convenient to use and it is in deeds |
| Use still nowadays. I believe that even it is meditational, it is still good to use with an aid of new |
| Technology. |
|  |

1. What difficulties, if any, did the teacher experience? How can this be managed?

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|  |
| * There are some teachers that have difficulties in using the new technology like computer. |
| They need to have orientations and seminars in enhancing and introducing the new technology |
| In classroom setting or activities. |
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1. Over-all, were the learning resources/materials used effectively? Why? Why not?

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| The chalkboard were used effectively because it is convenient to use both for formally prepared |
| Lessons and for spontaneous sessions. |
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III- Reflections

Put yourself in the place of the teacher. What would you do similarly and what would you do differently if you will teach the same lesson to the same group of students? Why?

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| I would do similarly do the teachers strategy that I observed by establishing discipline , routine, |
| And imposing the right attitude inside my class. What I observed in her class is quit cool since |
| every student must learn and develop their skill, attitude, and knowledge inside the class. |
| Collaboration of activities may introduce in the class. it is very effective on handling the lesson |
| Wherein everyone must participate, through this setting more student can be interested in my |
| Class. |
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FS 3-Technology in the Learning Environment

Episode 4-Tools of the Trade (Teaching Aids Bank)

Name of FS Student: Minerva C. Canoy\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course: CPRT\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Year & Section: 1ST YEAR\_\_\_\_\_\_\_\_\_\_\_\_\_

Resource Teacher: Mrs. Melinda A. Colasito\_\_ Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Cooperating School: Dona Juana Actub Lluch Memorial Central School

Instructions:

1. Decide on a specific topic
2. Find out the learning resources relevant to your topic that are available from your school’s learning resource center
3. Develop a pile of teaching aids
4. Organize them in a box

Class Observational Guide:

1. Are there learning resources useful for your topics in the resources center you visited?
2. Are the available materials appropriate for your target grade/year level?
3. List down those that can be useful for your topic?
4. What other materials can you make?

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| **Observational Report** |
| **Name of School Observed: Dona Juana Actub Lluch Memorial Central School**  **Location of School: Palao Iligan City**  **Grade/Year Level of Class Observed:**  **Date of Visit/Observation: September 16,2011**  As I observed, the learning materials are very useful for teacher. As I seen inside the classroom these are posted, and very relevant to the classroom activities inside. The use of appropriate materials in a class is needed like the use of flashcards for math activities, posters, & cut outs for identifying an object are commonly used in science and English class. |

III-Reflections

1. Which of the materials did you like making the most? Why?

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| * Doing the poster for a class like birthdays and cleaners. It helps me to be creative and |
| Enhance my knowledge in doing such things. |
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1. What difficulties, if any, did you encounter in making the materials? How did you overcome them?

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| * The lack of materials needed for particular activity may lead to difficulty. In this scene |
| I am more creative on handling this case by letting new materials or innovativeness may help |
| me more. |
|  |

1. What tips can you give teachers regarding preparation of teaching materials?

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| * Make use of the available materials and be creative on using it. It make sure to analyze |
| What you want to do so that it will not be wasting of time for the teacher. |
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FS 3-Technology in the Learning Environment

Episode 5-Paper Works! (Preparing Hand-outs)

Name of FS Student: Minerva C. Canoy\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course: CPRT\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Year & Section: 1ST YEAR\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Resource Teacher: Marites R. Arat\_\_\_\_\_\_\_\_\_ Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Cooperating School: ILIGAN CITY EAST CENTRAL SCHOOL\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructions:

1. Prepare hand-outs for a specific topic
2. Describe your hand-outs
3. Present it to your teacher before reproducing it

Hand-out Planning Guide:

1. What topic do I like to work on?
2. For what grade or year level is my hand-out for?
3. What components do I include in my outline?
4. What type of graphic organizers/flow charts/schemas do I need to use?
5. What references do I use?

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| **HAND-OUT PLAN** |
| **Subject Matter: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Grade/Yea**  **Year Level: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Outline:** |
| The topic do I like to work on was linear equation. For Grade 5 level is my handout for the |
| Good features of a hand out are have strong title clear out, underlying connections and using |
| Bulletin form instead of paragraph. |
|  |